



Education & Training Foundation Training for Further Education teacher trainers: Final evaluation July 2017

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Programme information

From March to July 2017, Sheffield Institute of Education, part of Sheffield Hallam University, was funded by the Education and Training Foundation to develop and deliver a programme of professional development for staff in the FE and skills sector who are engaged in initial teacher education. The developers and facilitators of the programme were drawn from Post-16 Teacher Education staff at Sheffield Institute of Education, working alongside a teacher educator from The Manchester College.

Two cohorts of practitioners took part in the programme (Table 1). Each instance included four one-day face-to-face sessions and two online sessions. Most face-to-face sessions took place on a Saturday. The programme costs were funded by ETF, so that there was no charge to participants, and a bursary to support participant travel costs was provided.

The programme was received with great enthusiasm and positivity from participants. In the report which follows, we look in more detail at participant feedback, including their reasons for participation, their views about the quality of the programme, its impact on their practice and their recommendations for a qualification for initial teacher educators working in the sector.

I thoroughly enjoyed it... I would recommend it.

Participant 1.1 interview

It was a really enjoyable experience. I loved it... We had a really good laugh and it was great.

Participant 1.2 interview

Personally I've enjoyed every minute of it and it's been great...it's been very worthwhile for me.

Participant 2.1 interview

Thoroughly enjoyed the programme and feel i learnt so much, even though i have been in FE for over 20 years.

Participant 2.2 survey

I just think everybody who works with student teachers should do it. I think from a CPD point of view, it's the most worthwhile CPD I think I've possibly ever done. I look at some of my colleagues in the classroom and I think, 'Oh my goodness. You so need to have done what we've just done.'

Participant 2.3 interview

Delivery dates	Cohort 1: 18 March – 29 April 2017	Cohort 2: 29 April – 29 June 2017
Delivery model	<ul style="list-style-type: none"> Blend of face-to-face and online sessions, with ongoing online contact; the two cohorts overlapped on the final day of Cohort 1 and the first day of Cohort 2; Most face-to-face sessions took place on a Saturday, with a single session on a Thursday 	
Programme content	<ul style="list-style-type: none"> Face-to-face day 1: From teacher to teacher educator; Developing observation skills Online session 1: Working with mentors (online) Face-to-face day 2: Designing an ITE curriculum; Developing english and maths skills within the ITE curriculum Online session 2: Using technology to enhance learning (online) Face-to-face day 3: Making feedback and feedforward effective; Safeguarding within ITE 	

	<ul style="list-style-type: none"> Face-to-face day 4: Reflection for action; Becoming a practitioner researcher
Payment for travel costs	All participants were offered financial support for travel costs to attend face-to-face sessions. By the end of cohort 2, £900 had been reimbursed to participants from cohorts 1 and 2.

Table 1. Programme structure

Data collection

The evaluation of the programme was based on a synthesis of characteristics of effective professional development and models for its evaluation, including Guskey (2000)¹ and van Driel (2012)². In particular, we explored participants' experiences of the programme, their learning, changes to their practice and sharing with their colleagues, and the pedagogical strategies used by the programme's facilitators. We also collected data to gain understanding of participants' reasons for joining the programme, to investigate what could be improved in the programme, and to explore participants' views of the potential for a qualification in initial teacher education for practitioners working in the FE and skills sector.

Data was collected using pre-and post-course surveys and interviews (Table 2). Pre- and post-course surveys were completed on paper. Interviews took place either over the telephone or face-to-face and were audio recorded and transcribed. Surveys and interview schedules are provided in Appendices B, C and D.

Data	Key areas of focus	Number of responses ³
Pre-course survey	<ul style="list-style-type: none"> Participant demographics Reasons for choosing to take part in the programme, expectations and pre-course confidence levels 	21
Post-course survey	<ul style="list-style-type: none"> Experience of programme delivery, post-course confidence levels for learning outcomes, impact on practice, sharing with colleagues and recommendations 	14
Interviews	<ul style="list-style-type: none"> To further explore reasons for participation, learning, impact and recommendations, including qualification 	9 ⁴

Table 2. Data collection methods

Sheffield Hallam University's ethical procedures were followed and approval was gained for this study. In line with these procedures, written consent was gained from participants to gather and use their feedback and all data presented below is anonymized. Data is presented from cohorts 1 and 2 combined.

¹ Guskey, T.R., 2000. *Evaluating professional development*. London: Corwin Press.

² van Driel, J.H., et al., 2012. Current trends and missing links in studies on teacher professional development in Science education: a review of design features and quality of research. *Studies in science education*, 48 (2), 129–160.

³ From Cohorts 1 and 2; only those participants who gave written consent are included here.

⁴ Three participants from Cohort 1, six from Cohort 2.

Findings and discussion

Participant demographics

Participants were recruited from the networks of Sheffield Institute of Education's partners, placement settings and professional links, using a flyer (Appendix A) sent out by email to named contacts. Bookings were taken via *Eventbrite*. Thirty-four participants were enrolled in total on the two cohorts (Table 3).

Number of participants enrolled on programme	Cohort 1: 7	Cohort 2: 27
Average experience as a teacher	12 years (range 1-32 years)	
Average experience as a teacher educator	6 years (range 0-18 years)	
Participant organisations	Most participants from FE and sixth form colleges, one participant from each of from police force development, football club community foundation, voluntary sector organization	
Participant subject specialisms	ESOL, English, Music, Business, Foundation learning, Performing Arts, Teacher Education, Biology, Hairdressing, Film & Media Studies, Nails and Beauty Therapy, PE/Sport, Education, Chemistry, Psychology	

Table 3. Participant demographics

The range of participants' roles and specialisms reflects the diverse nature of the FE and skills sector. There is also a range of experience in initial teacher education, with some participants having been engaged in initial teacher education for a significant length of time, and others having no experience at all. This indicates a potential challenge for facilitators of the programme in balancing the learning and development needs of all participants, and may raise questions about how the programme is promoted; describing it as for 'initial teacher educators' may restrict the potential audience to only those who view their roles in this way.

A small number of participants did not attend every session and one or two from each cohort dropped out before the end of the programme. While it is hard to gauge the reasons for drop out, one participant – who only attended one session – gave the feedback that, because of a changed professional role, it became difficult to attend on Saturdays.

Reasons for participation

In the pre-course survey, participants were asked their reasons for joining the programme, what areas of practice they were hoping to develop and which sessions they were looking forward to. Reasons for participation were followed up in interviews.

Although reasons for joining the programme were varied, almost all respondents stated that they were looking to learn more about initial teacher education. Further, a majority of participants linked their participation to the development of their current role, whether they were experienced in initial teacher education or this was a role or responsibility they had taken on more recently.

No clear patterns emerged in terms of any particular areas of practice for development through the programme. Those most frequently mentioned were developing observation skills, making feedback effective, designing an ITE curriculum, and, more generally, a range of aspects of coaching and mentoring. A few respondents mentioned some more general aspects of participation in CPD, rather than anything

specifically linked to their roles, including, as the quotes below illustrate, a desire to increase their confidence, to take an opportunity to reflect on practice and to reconnect with their own learning.

I saw it as a perfect vehicle for me to a) upskill and refresh my knowledge, and b) to work with a group of individuals that are heavily engrossed in teacher education at the moment.

Participant 2.2 interview

It was kind of really confidence for me. From stepping into that teaching role to suddenly leading teachers, it's just decided often that, like, 'Oh you're a great teacher so you can go and work with teachers.' Then you land in that environment and it is quite different and you're having to adapt your skills in different ways. When I read about the programme I thought actually that could give me some grounding in either reinforcing that I do have the skills and knowledge already, or at least supporting me in those.

Participant 1.3 interview

A bit of inspiration; time to reflect on what I do. Like I say, sometimes it becomes second nature and you don't always think why am I doing this?... The topic titles made me think, 'Ooh, I'm interested in that.' I want to be more reflective. I want to look at things a bit differently and not just do it because I've always done it.

Participant 2.3 interview

It was very much in terms of my personal career development, so looking at what my next steps are... My boss was quite keen for me to do it, because she can see the benefits that might come from that in terms of my day job... It was about reconnecting with the academic world that supports my career. Then also around picking up on new thinking, but also existing thinking that I've kind of lost touch with around how I support and develop my team of tutors. So I was hoping it would give me some ideas.

Participant 1.2 interview

Apart from the final quote above, very few participants said that their participation was part of a wider organizational professional development or improvement strategy, with a number of those interviewed making their own decisions to participate without discussion with line managers or other colleagues. This is likely to have been enhanced by the programme running on Saturdays and for no cost (see below).

Programme quality

In this section, we look at the quality of the programme in terms of its structure, content and facilitation. Potential improvements, as suggested by participants, are also included here. As an overview of participants' experiences of the programme, in the post-course survey, we asked them to agree or disagree with a series of statements relating to the quality of the programme, including delivery by facilitators, the content and structure of the sessions and its impact on participants. Almost all responses were positive, with participants agreeing or strongly agreeing with every statement (Figure 1). Different aspects of the programme stood out for different people, depending, perhaps, on their backgrounds, professional roles and experience.

The single negative in this survey relates to one participant saying that they had not shared learning from the programme with colleagues. This may be simply to do with the timescale of the data collection not allowing time for this to have taken place. Importantly, all participants agreed that they would recommend the programme to others, which points to a useful recruitment strategy for any potential future cohorts.



Figure 1. Participant experiences of the programme from post-course survey

The programme ran predominantly on Saturdays and this was commented on favourably by many participants. Not surprisingly, most positive responses here related to the lack of necessary commitment or input from the participants' organisation to sanction attendance on a Saturday as opposed to a weekday. Interestingly, though, there also appeared to be a feeling that attending on a Saturday was a sign of additional commitment by participants, and so they would behave accordingly, by ensuring that they gained as much as possible from the sessions.

On a Saturday you have to have a certain amount of commitment to want to go yourself and give up your time... Everybody that was there wanted to invest their time in being there.

Participant 2.3 interview

Looking at the programme content, in the post-course survey we asked participants to state the most useful aspects of the programme. There was a broad range of responses here, reflecting the breadth of the content of the programme and perhaps the range of prior experiences of the participants. The most frequently mentioned categories related to feedback and coaching (half of respondents) and to the generation of a community of practitioners working together (just under half of respondents). This last aspect was also reported in interviews, where half of those interviewed commented on the way in which each cohort had formed a community which was comfortable to learn together.

It gave a good opportunity for us to speak to different people... You could walk in and think, 'Oh I'll go and sit with Jane today,' or whatever. Not like the normal students migrating to their place because that's where they've sat since the first day... Certainly by that last session...I sat in a completely different table with a completely different group of people because I thought I've got to know everybody, I'm comfortable to do that.

Participant 1.2 interview

This last point illustrates the skill of the facilitators in generating a supportive, collaborative atmosphere conducive to learning, a strength of the programme which emerged repeatedly throughout the data. As examples of what was praised in the facilitators, participants pointed to the quality of their knowledge, the pace of their delivery, the use of active learning strategies, and, as above, their ability to build a comfortable learning environment in which all were valued equally. The quotes below illustrate these points.

[The facilitators were] extremely knowledgeable. So whenever we were chatting about things [they] could pull in something else, some theory or some quote or something, that then expanded the whole discussion again. It made you go, 'Ooh, ooh, yes...'

Participant 2.3 interview

I thought it was well thought out and well-paced... There was a logical pathway.

Participant 2.2 interview

It was action-packed, but practical, which I liked. There were bits of theory as well, but it made sense, so it was all contextualised, it all made sense so you could take something away from each session.

Participant 1.1 interview

You never felt like you would be saying the wrong thing... I think there could be a risk sometimes of somebody who is delivering something to be a little bit patronising and there was never any of that. We were all equals. Everybody's opinion counted and mattered and you were free to speak and give ideas.

Participant 2.3 interview

Two particular aspects of the facilitators' role are worth expanding on a little further. Firstly, the facilitators actively and explicitly modelled pedagogical techniques when working with the participants. This means that each session was valued not just for its content but also for the strategies (of group work, discussion, etc) which were used. In this way, participants were able to engage with each session at multiple levels, learning not just the content but also picking up new techniques to use in their teaching. From a number of examples of this explicit modelling, this quote from an interview provides an excellent illustration.

Just some of the activities [the facilitator] got us doing, so when we were doing a collaborative activity and we had to get up, she might just say, 'Can you move round the room anti-clockwise?... because it was so simple that it was so clever. At the end she said, 'Did we embed maths?' and we were, like, yes, we did actually. I know that I can easily slip those into some of my activities.

Participant 2.1 interview

Reinforcing this, it is interesting that a majority of the participants interviewed noted that they had gained more from working with a group of facilitators, rather than with just one, by being able to gain access to a greater range of pedagogical styles. This quote encapsulates these views.

They would use a variety of teaching and learning strategies and then always have a discussion with us about why did we use those strategies and what impact did they have. They were modelling what we would do with our trainee teachers and with other practitioners, to just point out and make explicit the strategies we would use and why... There was a lot of modelling all the time and we always had conversations about why they had done something in a certain way... I think as well because there were so many different educators delivering on the programme that was really beneficial, because you saw their different approaches to facilitating the session... I think that's a real advantage... As educators we've all got different approaches and different perspectives and I think it's really important to get that in there.

Participant 1.3 interview

Improvements

In introducing this section, it should be said that the overwhelming response to the programme was positive. For example, in the post-course survey, when asked to state the least useful aspects of the programme, half of the respondents gave answers along the lines of 'nothing; it is all useful'. The only sessions which were specifically mentioned by more than one person as 'least useful' were those on safeguarding and planning an ITE curriculum. Of the two people who mentioned safeguarding, one stated that it 'never has been my favourite topic but necessary to my job and trainee teachers', while the other had already had training in the area, as, presumably, have the majority of participants. The two who stated planning an ITE curriculum had contrasting views, with one feeling it was not relevant to their role and the other wanting it to be 'more in-depth'.

Notwithstanding the overarching positivity, in interviews, a few participants did give some more detail about areas of content or structure for improvement. Perhaps most significant in this regard was the use of an online forum to deliver two sessions, which was not received with quite the same enthusiasm as the rest of the programme. Generally this seemed to be because of technical issues, which meant some participants were unable to access the system, rather than through any particular problem with the content.

So the first one, which I managed to access no problem... I managed to download all of those and that was great, but the second session I just couldn't get on to the system. I know quite a few other people had that problem. I don't know why and [the facilitator] did send the links through, but then they were just blank. So the online sessions were not as successful, from my point of view, because of that. I understand, I'm all for some online stuff, but... me as a learner, I like to talk to people.

Participant 2.1 interview

The quote above illustrates how, given the positivity of the participants about working together as a community, as described above, this perhaps makes them less inclined towards online professional development compared to face-to-face. However, other participants valued the online sessions as a way of sharing resources and ideas for the embedding of ICT in their practice.

Further, having said above that delivery on Saturdays was generally received positively, it is worth pointing out that this raises issues in terms of potential impact on participants' workload and of the commitment of their organisations to professional development. The schedule of input almost every week, when the online sessions are taken into account, means that, for at least one participant, the speed of the programme meant it was somewhat difficult to maintain a commitment. This may have negatively affected participation in online sessions more than the face-to-face days.

It felt like a number of weeks in a row and that was sometimes a bit much, because then you're, like, that's three whole weeks where I haven't had a proper weekend. That made it a bit challenging.

Participant 1.3 interview

If I'm totally honest I didn't do all of the online activities because of time commitments and constraints that I had.

Participant 2.3 interview

Some other participants also commented on the pace of delivery, in the sense of covering a range of topics in brief rather than spending time considering areas of interest in more depth. There was, though, an acceptance that this programme could act more like a signpost for further learning (see below).

[I would like] more content. It was good in the sense that we got to see lots of different things, but actually exploring it to a higher level might have been better... people could then go away and from that session go and do some research and maybe do some-mini presentations themselves and maybe trial some different things.

Participant 1.1 interview

The final suggestion for improvement was only mentioned by one person, but it is worth considering for future instances of the programme. This participant felt some concern that, following sign up for the programme, she received no contact in terms of checking on her suitability for participation:

I was expecting on the booking system to have to say how does this course relate to your role or your career plans, or why do you want to do this course, or for it to say thank you for your application, someone will contact you to discuss whether this course is right for you. We do that with our training course. People apply and we interview people... I was quite surprised by how little prior contact there was. So the email came round... and I was, like, 'Ooh, this looks good,' talked to my boss and then booked myself on. Then I got an email from [the facilitator] saying great, looking forward to meeting you.

I was very surprised, because it was, like, she doesn't know, as far as I was aware, she didn't know who I was, what my job role was, why I wanted to do the course. I could have been anybody. I could have got completely the wrong idea about what this course was and turned up on day one... I think I would have perhaps liked to have had a pre-chat with [the facilitators] and perhaps on day one to understand a bit more about everybody else's experience and share a bit more about my experience. I was just surprised that I could just book myself on the course. I could have been anybody.

Participant 1.2 interview

Having said this, participants were asked, using the online forum, to post information about themselves, and the pre-course survey was also used to identify particular areas of potential need. However, this participant's suggestion of a 'checking' of suitability, which could be under the guise of learning more about each cohort, may be worth considering, so that participants feel more ownership of the content, thereby avoiding occasional disappointments about particular sessions, such as the same participant described here:

I think it was quite evident when we got to this, which was on session one, the observation session... I think if the facilitators had known our prior experience they could have perhaps paired us differently so that that worked more smoothly and we were perhaps supporting each other. Similarly they could have asked us what we wanted to get out of this session and what were our concerns, what did we want to work on.

Participant 1.2 interview

Programme impact

In this section we examine the impact of the programme on the learning and practice of the participants, including any changes they have made to their practice or shared with their colleagues.

Firstly, using the a comparison of the pre- and post-course surveys, we looked at changes in the confidence the participants felt about the themes explored in each session of the programme. All sessions led to increased confidence in at least half the participants (Figure 2), and all participants reported an increase in confidence against the content of multiple sessions. The reported decreases in confidence relate to a single participant. The relatively large numbers of participants reporting no change in confidence are reflective of the range of roles and levels of expertise of the participants, with different participants reporting no change in different areas. This reflects the range of expertise and role of the participants, and hints at the value of Participant 1.2's suggestions above in relation to the facilitators gaining and explicitly making use of prior knowledge of the participants.

In the post-course survey, participants were asked what impact the programme as a whole has had on their practice, and this was followed up in interviews. The largest category of responses here related to learning more about, reflecting on or improving roles as an initial teacher educator, trainer or mentor. Given the range of experience levels of the participants, it is reassuring to know that all found something in the programme which helped them learn more about their roles. In some cases this related to having new tools and strategies for delivery, as mentioned above in relation to the facilitators' modelling of strategies. Often, though, this related to participants gaining a better understanding of the wider context of initial teacher education, as these quotes illustrate:

I've learned that teacher training is massive, wow. There are so many areas that people can specialise in and I think it's a massive undertaking.

Participant 1.1 interview

I think the session... planning the curriculum and thinking about the different components of it and where it would run, and all the things that you have to consider when you're planning a programme, I found that really interesting... because that got me thinking conceptually about what does a new teacher need at the start and how each component fits together.

Participant 1.3 interview

Because we have PGCE students here as well... so it's useful to know the more generic programme of what they actually do, to help us link to some of that as those PGCE students come through.

Participant 2.1 interview

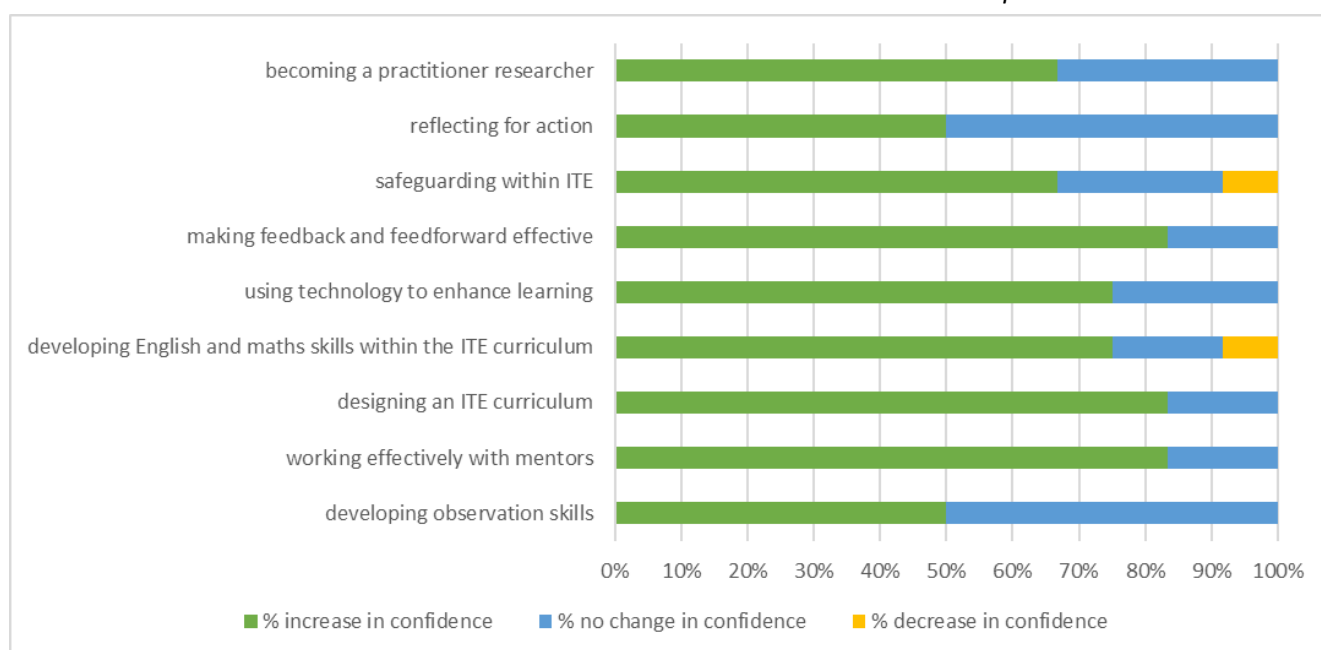


Figure 2. Participants' reported changes in confidence against programme session content

Another category of impact related to participants feeling more confident in their own practice and decision-making and in trusting their own judgement, as in these examples.

It's actually made me go with my instincts a bit more... it's made me a little bit more confident in what I'm doing. You're on the right track and you sort of go with your instincts of that's the way that you operate, sort of thing.

Participant 1.1 interview

Some of those things have really made me think about my own practice... I feel like I've got a few more strategies to deal with some of those things now and that it's okay that sometimes a coaching conversation is relevant and sometimes it's not. That's helped me feel a bit more confident in my own practice I think.

Participant 2.1 interview

It's reconfirmed my skills in mentoring and taking... student teachers through a process... Sometimes to reconfirm that actually yes you are right in saying that and feeding that back to the student and the university... it just confirms that yes, I am on the right track and I am doing the right thing.

Participant 2.2 interview

Finally, it is difficult to draw any firm conclusions about the impact of participants' learning on their practice and on that of their colleagues. This is in part because of the timing of data collection, which took place only a few weeks after the end of the programme, and close to the end of the academic year, and so more

time may be needed for changes to be enacted. It is also difficult to link changes in practice directly to professional development, given the complexity of influences on teachers' practice.

It may be the case that consideration needs to be given to extending the programme to provide more options for further exploration of key areas. Indeed, by the time of interview, one participant from the first cohort had already enrolled on an online programme to further develop her coaching skills. Another participant described how an extension of the programme could operate:

If at the end of the programme you had different avenues that you could then explore for a couple more weeks or something, that would be really great. So if you wanted to look at, well we touched on curriculum planning in half the session, but if you were teaching on an education programme and you wanted to actually go and sit in a room and do it together and spend a couple of sessions really working through that, then you could do. So it wouldn't necessarily need to be more input for certain things – it would just be a chance to get together and explore an avenue of it.

Participant 1.3 interview

Nevertheless, even within the existing programme, many participants did say that they were or would be making changes to their practice. This often included picking up some of the pedagogical strategies which had been modelled by the facilitators, as in this example.

I really enjoyed the reflection session that we did right at the end, and that's something that I've taken away from and started to build in to our training programme, because it just made me really aware that... they are volunteers that we're working with, so we don't demand too much from them, but we weren't giving them any reflection tools to improve on their teaching practice. It just jumped out as a bit of, this is a gap, and we're not doing this. I've just built in, in some of our sessions on our training course, just built in some reflection sessions... It seems obvious now, but we didn't used to do it that way.

Participant 1.2 interview

Initial teacher educators often work at multiple levels, dealing with students, beginning teachers and colleagues. A few participants commented that they would be applying their learning to students and/or to colleagues, as well as to their practice as initial teacher educators. These changes also illustrate how professional development can often have unintended additional impacts beyond those planned for.

I line manage a group of staff and the things that we went through helped me in line managing them better and making them better teachers whilst they trained my new trainees.

Participant 2.2 interview

I just had that little light bulb moment of, I think when I'm giving feedback to my learners, I'm probably not actually following the same methodology as I would feedback for a student teacher.

Participant 2.3 interview

In summary, then, the programme was highly successful in engaging participants in a community of learning through which they reflected on current practice and learned about and shared ideas for improvements. Participants took away from the programme new learning in terms of pedagogical strategies and increased confidence in a range of areas of practice. A few participants had already started to make changes to their practice, with beginning teachers, with students and with colleagues, and a majority of those responding to our data collection had plans for this.

A qualification for initial teacher educators in the FE sector

To contribute to ETF's understanding of how a framework for initial teacher educators in the sector might be received, in our interviews we asked participants whether a qualification would be appropriate, and, if so, what form it might take in terms of its assessment.

Responses to a potential qualification were very positive, which might be expected given that interviewees had just completed a programme which could form the basis this and were very enthusiastic about their experience. All the participants interviewed said that they felt a qualification would provide practitioners with a valuable opportunity for formalised learning about initial teacher education. This could improve opportunities for career progression and this in turn would raise the perceived professionalism of the sector, illustrated by this quote.

It's quite a nice progression really, which I think progression routes in this sector don't really exist. I think the fact that they could become a bit more professional in their mentoring role would be seen as a real positive.

Participant 1.1 interview

While there was a general consensus that assessment of any qualification should take the form of a portfolio blending written assignments with practical activities such as joint observation or feedback sessions, there was little consensus over an appropriate academic level for its assessment. However, one clear pattern emerged which involved providing options for extension of any assessment to Masters level, while not making assessment at this level compulsory. It was felt by some participants that compulsory assessment at Masters level might deter those practitioners who do not generally operate at this level. This might be a particular issue for the FE sector compared with the schools sector, which has a more structured route into the profession. However, both sectors suffer from a lack of a clearly defined route into initial teacher education, as described by these participants.

From my own experience, people tend to just slip into this kind of thing, don't they, which of course there's lots of value if you've got experience, but I do think that often you make mistakes and you learn from those mistakes. It would be nice to be able to do something more formalised.

Participant 2.1 interview

I think it would be useful because a lot of people go into teacher education from within FE, like myself, and have just kind of fallen in. Usually you get a couple of grade one outstanding lesson observations and then you're asked to deliver a bit of CPD and then you're asked to deliver a module or something and you kind of fall into it without actually doing any formal training to train new teachers.

Participant 2.2 interview

Interestingly, given the positivity illustrated above, only half of the interviewees said that that they would definitely be interested in gaining such a qualification. However, this is a small number of participants and may not be representative of the two cohorts or the sector as a whole. The key views about improved professionalism and providing opportunities to explore practice in more depth were shared by all.

Recommendations

Finally, we review the findings we have described above in the light of providing recommendations for the future development and delivery of further instances of programmes like this one.

The programme content and structure developed by Sheffield Institute of Education was successful, with a helpful balance between practice and theory, and with active, collaborative learning evident throughout. If the programme is to be rolled out more widely there is much to gain from using what has been developed here. Some particularly well-received aspects of the piloted programme include sessions on:

- feedback and coaching
- designing a curriculum for initial teacher education
- working effectively with mentors
- reflecting on practice
- becoming a practitioner researcher

It would be logical to consider the inclusion of these in any framework for initial teacher educators in the sector. Based on our findings, using this framework as the basis for a qualification for practitioners working in initial teacher education would be generally viewed with positivity. As a framework is developed, how it is assessed should be considered further, with careful evaluation of potential options and structures.

A few pointers are provided in our evaluation to improvements which could be made to the programme as it moves forward, including:

- a review of online activity to ensure that all participants are able to access the platform, and that sufficient time is given to access the activities between face-to-face sessions
- more explicit collection of information about participants' backgrounds and learning needs
- allowing more time for participants to get to know each other's contexts, roles and experiences
- more structured, ongoing, action planning to support participants embedding changes to their practice and sharing learning with colleagues
- providing options to explore areas of interest in more depth through individualised support

It is important to note that both cohorts here reported finding it easier to attend the programme because it was fully funded and so involved no charge to their organisations, and because it ran mostly on Saturdays. This raises some possible viability issues as the programme moves to a chargeable model; but it may be that this is an unfounded concern, given the quality of the programme and its value to both participants and their organisations. In promoting the programme, it will remain important to give careful consideration to the language used in order to represent the breadth and diversity of the sector.

Finally, the skill and expertise of the facilitators in leading the programme should not be underestimated. We found that this was highly valued and explicitly identified as a major strength of the programme. It needs to be considered, therefore, how to assure the same quality of facilitation across future cohorts of the programme, and whether new facilitators need some training and/or quality assurance of their own.

Appendix A: Programme publicity flyer

Are you a teacher educator, mentor or subject learning coach involved in the development of new teachers?

Do you work in a sixth form college, further education college, offender learning setting, private training provider or other lifelong learning setting?

If so, we have an exciting opportunity for you to work with us on shaping the future of Initial Teacher Education in FE and lifelong learning!

The Sheffield Institute of Education at Sheffield Hallam University is running one of 4 pilot projects in England, delivering continuing professional development (CPD) for FE and lifelong learning teacher educators.

The evidence-based programme will be facilitated by expert practitioners in FE ITE from Sheffield Institute of Education and a large FE college. By working in collaboration with other teacher educators on the programme, you will reflect on your practice as a teacher educator, develop your skills in key areas, and expand your professional network. This is CPD, pure and simple! There is no formal assessment, and you will receive a certificate of attendance.

Topics covered in the programme will include:

- teacher educators and how teachers learn.
- feedback and feed forward.
- using technology to enhance learning.
- safeguarding within ITE.
- developing your observation skills.
- from awarding body outcomes to learning programme.
- working with mentors.
- developing teachers' critical reflective skills.
- becoming a practitioner researcher.

The outcomes of these pilot projects will feed into the development of a set of professional standards for FE ITE.

There will be 2 cohorts, running on the following dates at Sheffield Hallam University City Campus (approximately 5 minutes' walk from Sheffield railway station):

Cohort 1		Cohort 2	
Day 1	18/03/17	Day 1	29/04/17
Online session		Online session	
Day 2	01/04/17	Day 2	20/05/17
Online session		Online session	
Day 3	22/04/17	Day 3	17/06/14
Day 4	29/04/17	Day 4	29/06/17

Each day will run from 9.30 – 3.30 and refreshments will be provided. You will be able to claim travel expenses of up to £100 (on completion of a claim form and provision of receipts) to support your attendance at sessions.

Booking

Sign up via EventBrite: <https://www.eventbrite.com/e/transforming-teacher-education-tickets-32321530568>

If you have any questions please contact: Sarah Boodt - s.boodt@shu.ac.uk, or Judith Higginson - j.higginson@shu.ac.uk

Become part of the future of FE Initial Teacher Education

Appendix B: Pre-course survey

Part 1. About you

Name:						
Contact e-mail address:						
Organisation name:						
Your role in organisation:						
Vocational/ subject specialism:						
Highest level qualification:						
Number of years' experience as a teacher/trainer:						
Number of years' experience as a teacher educator/trainer of trainers:						
Any qualification(s) as a teacher educator/trainer of trainers:						
Age (please circle)	Under 30	30-39	40-49	50-59	60 or over	Prefer not to say
How would you describe your ethnicity? (please circle or complete) White Asian or Asian British Black or Black British Mixed ethnicity Other: _____ Prefer not to say			How would you describe your gender? (please circle or complete) Female Male In another way: _____ Prefer not to say			

Why have you chosen to take part in this programme?
Is there any particular area of your practice as a teacher educator/trainer of trainers you want to develop?
Which session(s) in the programme are you most looking forward to?
Explain your answer:

For each of the following areas, how confident do you feel as a teacher educator/trainer of trainers? (circle your response)					
Observing and giving feedback	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Working effectively with mentors	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Designing an ITE curriculum	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Developing English and mathematics skills within an ITE curriculum	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Using technology to enhance learning	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident

Making feedback and feedforward effective	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Safeguarding within ITE	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Reflecting for action	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Being a practitioner researcher	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident

Is there anything else you would like to say about your participation in this programme?

Appendix C: Post-course survey

Part 1. About you

Name:

Please note that providing your name here is only so that we can link together the information you provide here with your other questionnaires and a follow-up interview. In our analysis your name will be changed for a number so that all your responses are anonymised.

If you have already given the information below on a previous questionnaire then please skip to Part 2.

Contact e-mail address:

Organisation name:

Your role in organisation:

Vocational/ subject specialism:

Highest level qualification:

Number of years' experience as a teacher/trainer:

Number of years' experience as a teacher educator/trainer of trainers:

Any qualification(s) as a teacher educator/trainer of trainers:

Age (please circle)	Under 30	30-39	40-49	50-59	60 or over	Prefer not to say
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**How would you describe your ethnicity?
(please circle or complete)**

White

Asian or Asian British

Black or Black British

Mixed ethnicity

Other: _____

Prefer not to say

**How would you describe your gender?
(please circle or complete)**

Female

Male

In another way:

Prefer not to say

Part 2. About the programme

A. For each of the following aspects of the programme, circle your response.				
The sessions were enjoyable	Agree strongly	Agree	Disagree	Strongly disagree
The sessions were well-planned and organised	Agree strongly	Agree	Disagree	Strongly disagree
The sessions were relevant to my practice	Agree strongly	Agree	Disagree	Strongly disagree
The facilitators displayed a high level of knowledge of FE ITE	Agree strongly	Agree	Disagree	Strongly disagree
The facilitators were responsive to my learning needs	Agree strongly	Agree	Disagree	Strongly disagree
The facilitators used active learning strategies	Agree strongly	Agree	Disagree	Strongly disagree
The facilitators used collaborative learning strategies	Agree strongly	Agree	Disagree	Strongly disagree
This programme has given me opportunities to reflect on my practice	Agree strongly	Agree	Disagree	Strongly disagree
This programme has given me opportunities to plan changes to my practice	Agree strongly	Agree	Disagree	Strongly disagree
I have shared learning from the programme with colleagues in my organisation	Agree strongly	Agree	Disagree	Strongly disagree
I would recommend the programme to others	Agree strongly	Agree	Disagree	Strongly disagree

B. For each of the following areas, how confident do you feel as a teacher educator/trainer of trainers? (circle your response)					
Observing and giving feedback	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Working effectively with mentors	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Designing an ITE curriculum	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Developing English and mathematics skills within an ITE curriculum	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Using technology to enhance learning	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Making feedback and feedforward effective	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Safeguarding within ITE	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Reflecting for action	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident
Being a practitioner researcher	Very confident	A bit confident	Neither confident or unconfident	Not very confident	Not at all confident

C. Please answer the questions below after reflecting on the programme as a whole.

What were the most useful aspects of the programme for you and why?

What were the least useful aspects of the programme for you and why?

What impact will the programme have on your practice as a teacher educator/trainer of trainers?

What aspects of the programme will you share with colleagues?

What recommendations would you make for the future development of this programme?

Is there anything else you would like to say about your participation in this programme?

Thank you for sharing this information with us.

We will be in touch shortly, if we haven't been already, to arrange a follow up interview.
Please tick here if you would prefer to not take part in an interview. ☐

Appendix D: Interview schedule

You recently took part in a programme delivered by Sheffield Institute of Education which was for initial teacher educators working in the FE and skills sector. The programme was funded by the Education and Training Foundation.

We're carrying out an evaluation of the programme, in order to better understand its impacts and outcomes. The aim is to provide suggestions for improvements and information to the ETF so that they can decide whether and how to roll out the programme more widely and how it can be used to build a qualification for initial teacher educators in FE.

The data from this interview will be stored securely and confidentially. In our reports we won't name you or your organisation or link any data to names of organisations or individuals.

Do you have any questions? You already provided consent to take part in this evaluation at the start of the programme; are you happy to continue with the interview now? And are you happy that I record our conversation?

Part A. Motivations for participating

1. Tell me about your reasons for choosing to participate in the programme. What were you hoping to gain from it?
2. What other CPD have you taken part in recently?
3. Who in your organization did you discuss the programme with before you signed up for the programme? Is this part of a wider strategic approach to CPD in your organization?

Part B. The programme delivery and content

1. Did the programme meet your expectations in terms of the content? Were there any particular aspects of the programme that stood out for you (good or bad)? Why?
2. How did the facilitators manage the group's learning? What strategies did you find helpful, eg working together, reflecting on practice, discussions?
3. Were there any other aspects of the programme structure that stood out for you (good or bad), such as coming to sessions on a Saturday, working with other participants, using an online learning community? Why?
4. What improvements could be made to the content, facilitation or structure of the programme?

Part C. Impact of the programme

1. Looking back on the programme, what have you learned from it?
2. Why do you think those particular aspects of the programme stand out for you?
3. What are you doing differently now as a result of this learning?
4. What support do you have in your organization to make these changes? Are there any barriers?

Part D. ITE qualifications

1. One aim of the programme was to trial activities which could form a qualification for initial teacher educators working in FE. How would you feel about such a qualification?
2. Who should the qualification be aimed at?
3. How do you think a qualification like this should be assessed (eg a single written assignment, observations, a test)? And what level of assessment would be appropriate (eg level 5, 6, 7)?
4. Would you want to gain this qualification? Why/why not?

Part E. Anything else?

1. Is there anything else you would like to say about the programme?